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during the inflation and devaluation that followed the two Wars. But until quite recently their dislike of any organized protest remained.

During the whole series of Price–Wage Agreements, except the last, these people were discriminated against consistently. In the grave national emergency it was right that the better paid of them should be called on to make great sacrifices, though the process was carried too far, but in the case of the worse paid the discrimination was never just. The wage-earners were catered for adequately in the circumstances. The incomes of landowners and industrialists participated, in varying degrees, in the inflationary process, and their earning powers remained. But the categories in question suffered both from devaluation and State neglect. The situation therefore arose in which a young surgeon or research worker might receive a fraction of the income of a wage-earner of the same age whose hours of work were considerably less.

The incomes of academic workers were so low by world standards that there was the strongest temptation for them to emigrate, and it was almost impossible to persuade foreign professors to fill Austrian chairs. At the end of 1951 the net salaries of Austrian professors varied between 3,489 schillings ($163.34) a month [1] for the most senior and 1,866 schillings ($87.31) for the lowest paid. The Privatdozent, or lecturer, member of a traditionally neglected class in Austrian and German universities, got no salary, but received lecture dues amounting on an average to 540 schillings ($25.28) a year, which might just cover his tram-fares. The starting salary of school teachers in 1951 was less than three times the 1937 figure and the final salary less than twice the amount, which meant that the teacher's standard of living had fallen by more than 50 per cent since pre-War days.

As regards administrative civil servants, in March 1951, before the Fifth Price–Wage Agreement, the increase in their net salaries since 1946 varied between 120 and 180 per cent,

[1] Calculated at the commercial rate of 21·36 schillings to the dollar. The foreign visitor to Austria normally obtains 26 schillings to the dollar.

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759 the past has had a great reputation as a centre of medical studies.

During the last two or three years an increasing number of Austrians, belonging to both the main political parties, have become aware of the danger of these developments, and certain palliative measures have been taken on a piecemeal basis.

759 In 1950 the salaries of qualified medical assistants were raised from the miserable scale of 200 to 300 schillings ($9.36 465 to $14.04) a month to the still quite inadequate scale of 310 to 390 schillings a month, and very small extra payments were made for night work. In the summer of 1951, as a result of determined protests and a public demonstration by the 'guest doctors', the Minister of Finance agreed to fifty of them being taken on as paid medical assistants in Viennese hospitals.

• 875 University professors were given allowances for the purchase of books and certain minor concessions regarding taxa- 465 tion. Lecturers obtained research allowances of 165 schillings a month. And in connexion with the Universities of Vienna, Graz and Innsbruck special accommodation was built to relieve the housing shortage from which many professors were suffering. Since the War students' fees at Austrian universities have been extremely low and until recently averaged between 160 and 200 schillings a year. To increase the normal remuneration of the professors, the Government agreed in the autumn of 1952 that the fees should be trebled, and, in deference to the students' protests, undertook temporarily to bear the whole cost, until a final settlement could be negotiated for the following summer semester. Yet, in spite of these various measures, the net salary scale for professors at the beginning of 1953 ranged from 4,530 to 2,255 schillings ($212.08 to $105.57) a month. The net monthly salaries of school-teachers varied between 2,561 and 1,079 schillings ($119.89 to $50.51).

647 As has been seen, the Fifth Price–Wage Agreement improved 465 the position of the administrative civil servants. By the summer of 1951 the cost of living had risen by over 470 per cent since 1946. The civil servants asked that their salaries

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teachers, who were obliged in varying degree to conform outwardly to a system which they inwardly rejected. Nevertheless drastic measures were necessary to ensure that post-War Austrian education would develop on healthy lines. Nazi text-books had to be destroyed and convinced Nazis rigidly excluded from the teaching body.

In 1945 Austrian schools were faced with four major problems of a material nature: shortage of accommodation due to destruction and damage; lack of text-books and other supplies; lack of teachers, and the physical condition of the pupils. In the whole of Austria, 95 schools were completely destroyed, 176 were heavily, and over 1,000 slightly damaged. In Vienna at the end of the War only 214 out of 421 school buildings were considered fit for use. In some cases at first it was necessary to give instruction in shifts to three classes a day in the same room. Even in the classrooms used there were often broken windows or damaged doors and, as fuel was scarcely obtainable, during the winter months the children, frequently ill-clad themselves, would sit and shiver through the period of instruction. The main reason for the shortage of teachers and text-books has just been given. To begin with there was also a serious shortage of such basic materials as paper, pencils, pens, and ink. It was difficult to find substitutes for the teachers who had been dismissed, because hundreds of thousands of young men were still prisoners of war. In Vienna immediately after the liberation there were only 2,400 teachers and directors available out of the total of 5,500 that were required. The physical condition of the children was a problem owing to the acute shortage of food and clothing during the immediate post-War years.

In their efforts to overcome these difficulties the Austrian authorities were both hindered and helped by the Education Divisions of the four elements of the Allied Control Commission. It was no doubt irritating to have to submit many matters for approval by the occupying Powers, and in some cases—for example the question of text-books—inter-Allied differences of opinion led to unnecessary delays. On balance,

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however, the part played by the Education Divisions was rather a help than a hindrance. They realized the vital importance of education in post-War Austria. There were problems, on which the Austrians were not always united, about which they could give valuable advice. Above all, they could offer very real assistance in obtaining the necessary materials for rebuilding and for producing the much-needed text-books.

The economic situation of the country made a quick solution of the accommodation problem impossible. By the end of 1949 it was estimated that about a quarter of the necessary funds had so far been made available and that the reconstruction programme could not be completed until 1958. However, strenuous efforts were made to relieve the serious overcrowding of 1945. By the beginning of 1952, 250 new school buildings had been erected, and many more had been repaired and re-equipped. During the following summer the new Minister of Education, Dr. Kolb, was able to express reasonable satisfaction with the progress of the primary and elementary schools, which are the responsibility of the provinces, the municipalities and the parishes, but had to admit that the condition of the secondary schools, which, like the Universities, are the financial responsibility of the State, was in some parts of the country, owing to lack of money, still very bad.

The urgent need for text-books was satisfied by emergency measures which produced impressive results. The Ministry of Education set up a 'Text-Book Commission' that worked in conjunction with the Association of School-book Publishers, the Allied Control Commission, and the Ministry of Trade, which arranged for the necessary supplies of paper and other materials. At the end of 1947, 4,212,000 copies of 118 different text-books had already been produced, and two years later 10,009,000 copies of 418 books. The centralization and standardization involved in this system have obvious disadvantages, but in the circumstances were justified by success.

The shortage of teachers was met in 1946 by employing students in their final year at teachers' training colleges as

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assistants. Subsequently the situation improved, as an increasing number of returned prisoners of war became available and some relaxation was allowed in the law excluding all former National Socialists from teaching.

The shortage of food was so general that the educational authorities were not in a position to make special arrangements for school-children, but, as has been seen, much was done for them by Swedish, Danish, and Swiss voluntary relief organizations. During the winters that immediately followed the War it was only possible to heat a proportion of the schools, the 'winter schools', as they came to be called; and then the already large classes doubled up or the shift system was intensified. The acute fuel shortage at the beginning of 1947 led to so-called 'coal holidays'.

The Allied cultural and educational organizations played an important part in breaking down the intellectual isolation from which the teachers had suffered so long and of which the best of them were acutely conscious. The French and British ran summer schools for teachers in Austria each year, which were also attended by teachers from France and England; and visits for Austrian teachers were arranged to England, France, Switzerland, and the United States. A limited number of Austrian school-children were also enabled to travel abroad. With the active co-operation of foreign countries, the Austrian Ministry of Education revived some of the schemes for exchanging teachers which had been in operation before the *Anschluss*.

Education is one of the subjects on which there are strongly felt differences between the People's Party and the Socialists. Since the War the differences have been accentuated by the fact that for more than five years Dr. Hurdes, the Minister of Education, was also General Secretary of the People's Party, and by the fact that the Vienna School Board was under Socialist control. The main subjects of difference are religious instruction, private schools, and the best method by which a ninth year could be added to the period of compulsory schooling. There is agreement on the principle of extending the

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period of schooling, but party conflict prevents the necessary law being passed.

In spite of this impasse, a great deal has been accomplished in Austrian schools since the War under most difficult conditions. Both parties have been agreed on the validity of three guiding principles which were to be emphasized in the new educational era, according to a directive issued in September 1945: Austrian patriotism (*Volks- und Staatsbewußtsein*), democracy, and humanity. Their experiences between 1938 and 1945 have brought home to Austrians the value of the first two principles more clearly than ever before. The third is deeply embedded in the Austrian nature and tradition.

Austria's three universities and her other institutions of higher learning suffered some material damage during the War, especially the University of Vienna and the Technical Institutes at Vienna and Graz. Their work after the War was also severely hampered by the shortage of fuel and food. But the most serious problems that faced them were lack of staff and lack of money.

Some of Austria's finest scholars had gone into exile during the German occupation. Of those that remained many of the younger had been called up for military service, and a number of the ablest and most influential were excluded from teaching as incriminated Nazis. Germans, who had been appointed to Austrian universities under Hitler, returned to Germany. Some of the gaps could be filled by bringing back professors who had been forced into retirement by the Nazis and had remained in Austria. But there were still many vacancies for which it was very difficult to find the right men. The younger generation of university teachers had suffered severely from the War, and it was rarely possible to persuade Austrian exiles, who had settled down happily in other countries, to return to Austria under the prevailing economic and political conditions and at the low salaries that were offered. For more than two years after the War, Vienna University was even unable to fill its chair of English.

Lack of funds not only kept down salary scales; it made it